

# The Quiz Show



## 1 Warm Up Work with a partner.

- Do you ever watch quiz shows on TV?

## 2 Conversation Practice with a partner.



**Scene: Patty is on a TV quiz show. Stuart, the host, is asking questions.**

Stuart Welcome back to "A Thirst for Knowledge". Patty – here are your three questions. First: In which country are emus found?

Patty Stuart – emus are found in Australia.

Stuart That's right! Question two. Who was the opera 'Madam Butterfly' composed by?

Patty Ah, that's a tough one. Was it composed by Tchaikovsky?

Stuart I'm sorry. It was actually composed by Puccini.

Patty Oh yes! I knew that!

Stuart And for your final question: in which century was the Mona Lisa painted?

Patty Hmm. I'm not sure. Can I have a moment to think?

## 3 Language Work #1 Match the two halves of the sentences.

The Sistine Chapel	was sung by	Thomas Edison.
The Da Vinci Code	are found in	Michelangelo.
The electric light bulb	was painted by	The Beatles.
'Hey Jude'	was written by	Antarctica.
Penguins	was invented by	Dan Brown.

## 4 Language Work #2 Question Practice

Write the questions for the above sentences.

- 1) *Who was the Sistine Chapel painted by?* .....
- 2) .....
- 3) .....
- 4) .....
- 5) .....

**5 Speaking Practice**

- Student A) Ask your partner the questions from exercise 4.
- Student B) Answer your partner's questions without looking at the worksheet.

**6 Your Quiz**

You are the writer for 'A Thirst for Knowledge'. Think of three passive quiz questions.

- 1) .....
- 2) .....
- 3) .....

**7 Role-Play Work with a new partner.**

- Look at the phrases below. Ask your teacher about anything you don't understand.

- *Welcome back!*
- *That's correct!*
- *Well done – I'm very impressed.*
- *Oh what a shame!*
- *I must hurry you!*
- *Congratulations – you got two right!*
- *Oh dear. You got them all wrong!*

- *Aha! I know that one!*
- *Hmm. That's a tough one.*
- *Let me see...*
- *Let me think for a moment...*
- *Ah - it's on the tip of my tongue!*
- *Could the answer be...*
- *Oh yes. I knew that.*

- Role-play a quiz with your partner. Use the questions you wrote in exercise six.
- During the role-play, try and use some of the phrases above.
- Swap roles when finished.

**8 Discussion Work with a new partner or in small groups.**

- Do you have good general knowledge? What are your strengths and weaknesses?
- What kinds of quiz shows are there on TV in your country?
- How big are the prizes on TV quiz shows?
- Would you like to take part in a quiz show? Why (not)?

# The Quiz Show: Teaching Notes

<b>Target Structure:</b>	Passives – Past and Present Simple
<b>Vocabulary:</b>	General
<b>Level:</b>	Upper-Elementary / Pre-Intermediate
<b>Time:</b>	45 minutes (depending on discussion)
<b>Preparation:</b>	None

## Suggested Teaching Method

This worksheet provides extensive practice of basic passives, with particular emphasis on the question form. It starts with controlled exercises, and finishes with a quiz show role play, for which students can make up their own questions.

① Give one worksheet to each student. Students should ask the opening question to their partner. Elicit a couple of answers from the group. This should be brief: the main discussion questions are at the end.

② Students should read the conversation in pairs, changing roles at the end.

When the students read, encourage lots of intonation and eye contact.

After reading the conversation, you could ask the students the answer to Ben's final question. The answer is the 16<sup>th</sup> century. (Possibly painted between 1503-7.)

③ This is a simple matching exercise, and exposes students to the target structure. Follow the instructions on the worksheet. Students can check in pairs.

Go through the answers with the entire class.

④ Follow the instructions on the sheet. Students can work alone, and then check in pairs. When checking, they can alternate question/answer, so that they are saying the target structure in its correct form as often as possible.

⑤ Assign students 'A' and 'B' in new pairs. Give them one minute to memorize the question and answers for exercises three and four.

Next, follow the instructions on the worksheet. Insist on full sentences in the answers. Model an example with a confident student. The students should change roles when finished.

⑥ Follow the instructions. They should work alone when writing the questions. Demonstrate the kind of question that is acceptable. (It needs to be passive.) Give an example of your own – possibly one localized to where you are teaching. Check the students' questions as they are writing, and assist where necessary.

Don't go through the questions with the group – you'll need them for the next exercise.

⑦ This exercise provides role-play practice. For added authenticity (and fun) go through the phrases in the speech bubbles. Model the intonation and stress where necessary.

Continued on the next page



Model the role-play with a confident student. You'll need three questions of your own for this, since the teacher will need to play the role of the host. (Otherwise the student will give away his questions.) Encourage students to exaggerate a little with the phrases in the bubbles.

Students can work in pairs for the roleplay. Monitor carefully, but you can probably ignore errors with the phrases in the speech bubbles, since they aren't connected to the target structure.

Students can change roles when finished.

When the role plays have finished, go through any errors on the passive which you heard while the students were speaking.

### Alternative Options

There are many different ways of conducting the quiz role play, depending on the number of students you have in the class.

One idea is to put students into pairs, and write questions together. These questions can be used with other pairs. The pair who wrote the questions act as the host, and the other pair compete against each other.

Quiz games work well with buzzers / bells when students are playing against each other. However, it's easy to assign students a buzzer noise – 'Bing' / 'Bong' / 'Bang' works well. When one student wishes to answer, he or she must make the buzzer sound first.

- 8 Students can work in pairs or small groups for the discussion questions. While they are speaking, monitor, but try not to interrupt. When the discussion comes to a close, go through on the board some of the errors you heard.

### Answer Key

3	The Sistine Chapel	was painted by	Michelangelo.
	The Da Vinci Code	was written by	Dan Brown.
	The electric light bulb	was invented by	Thomas Edison.
	'Hey Jude'	was sung by	The Beatles.
	Penguins	are found in	Antarctica.

- 4
- 1) Who was the Sistine Chapel painted by?
  - 2) Who was the Da Vinci Code written by?
  - 3) Who was the electric light bulb invented by?
  - 4) Who was 'Hey Jude' sung by?
  - 5) Where are penguins found?

### How are we doing?



Handouts Online has other quiz materials on the passive. Check our search engine for more details.

We're always pleased to hear about how this lesson went for you. Contact us!